

OCR B Geography Curriculum plan

Intent:

- Know geographical material by extending their knowledge of locations, places, environments and processes; including social, political and cultural contexts.
- Think like a geographer by gaining an understanding of the interactions between people and environments, change in places and processes over space and time.
- Study like a geography by extending their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and applying sound enquiry and investigative approaches to questions and hypotheses.
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

Prior knowledge

A secure understanding of key vocabulary delivered in KS3.
 A secure knowledge of the location of places globally.
 A secure knowledge of the processes in the natural world, such as water cycle, rock cycle, convection currents.
 A secure knowledge of the processes in the human world, such as trade, migration, urbanisation.
 A confidence in using maps, atlases and other sources to lead enquiry.
 Confident literacy and numeracy skills to present enquiries.

Assessment and feedback

Regular in class feedback - verbal and written.
 Homework quizzes to assess and review knowledge.
 Topic quizzes to assess and review knowledge in the classroom.
 Topic assessments to apply the content to topic specific examples.
 Practice questions in lessons to prepare the terminology.
 Unit assessments to assess and review knowledge from periods of study.

Resources

Google Slide decks
 Hodder OCR B text book
 Oxford OCR B text book
 Phillips Modern Atlas (14-18)
 OS maps - 25:000 and 50:000 scales
 Fieldwork equipment
 Revision guides - CGP and Collins

Development:

Numeracy - data handling skills, graphic presentation and analysis of data, collecting data, analysing and evaluating data.

Literacy - written enquiries, scientific explanations of processes, summarising, using evidence to reinforce judgements

Spiritual, Moral, Social and Cultural - understanding of different cultures, peoples and their differences with the UK.

Careers - links within each unit to different careers through the case studies used.

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Curriculum overview

Year 10		
Term 1	Term 2	Term 3
<p>Content:</p> <p><i>Topic 4 - Sustaining Ecosystems (Paper 1)</i> 4.1 - What are ecosystems? 4.2 - What biodiversity exists in tropical rainforests? 4.3 - Why are tropical rainforests being exploited? 4.4 - How can tropical rainforests be used sustainably? 4.5 - What is it like in the Arctic? 4.6 - How are humans seeking a sustainable solution for polar environments?</p> <p><i>Topic 6 - Uneven Development (Paper 2)</i> 6.1 - What is development and how is it measured? 6.2 - What has led to uneven development? 6.3 - How has Zambia developed so far? 6.4 - What global connections influence Zambia? 6.5 - What development strategy is appropriate for Zambia?</p>	<p>Content:</p> <p><i>Topic 8 - Resource Reliance (Paper 2)</i> 8.1 - How has increasing demand for resources affected our planet? 8.2 - What does it mean to be food secure? 8.3 - How can Tanzania ensure their food security? 8.4 - How sustainable are the food security measures in Tanzania?</p> <p><i>Topic 2 - Changing Climate (Paper 1)</i> 2.1 - What evidence is there for climate change? 2.2 - Is climate change a natural process? 2.3 - Why is climate change a global issue?</p>	<p>Content:</p> <p><i>Topic 7 - UK in 21st century (Paper 2)</i> 7.1 - What does the UK look like in the 21st century? 7.2 - How is the UK's population changing? 7.3 - How is the UK's economy changing? 7.4 - What is the UK's political role in the world? 7.5 - How is the UK's cultural influence changing?</p> <p><i>Topic 3 - Distinctive landscapes (Paper 1)</i> 3.1 - What is a landscape? 3.2 - Where are the physical landscapes of the UK? 3.3 - What physical processes shape landscapes? 3.4 - What are the characteristics of UK landscapes?</p>
<p>Assessment and feedback:</p> <p>Summative - QUDOS task, topic quizzes, questioning</p> <p>Formative - Practice questions, topic assessments, Unit assessments and Term assessments</p>	<p>Assessment and feedback:</p> <p>Summative - QUDOS task, topic quizzes, questioning</p> <p>Formative - Practice questions, topic assessments, Unit assessments and Term assessments</p>	<p>Assessment and feedback:</p> <p>Summative - QUDOS task, topic quizzes, questioning</p> <p>Formative - Practice questions, topic assessments, Fieldwork report, Unit assessments and Term assessments</p>
<p>Independent study:</p> <p>Google Classroom slide decks Google Classroom content quizzes Google Classroom enquiry questions</p>	<p>Independent study:</p> <p>Google Classroom slide decks Google Classroom content quizzes Google Classroom enquiry questions</p>	<p>Independent study:</p> <p>Google Classroom slide decks Google Classroom content quizzes Google Classroom enquiry questions</p>

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Year 11		
Term 1	Term 2	Term 3
<p>Content</p> <p><i>Topic 1 - Global Hazards (Paper 1)</i> 1.1 - Why do we have weather extremes? 1.2 - When does extreme weather become a hazard? 1.3 - What processes occur at plate boundaries? 1.4 - How can tectonic movement be hazardous? 1.5 - How does technology have the potential to save lives in hazard zones?</p> <p><i>Topic 5 - Urban features (Paper 2)</i> 5.1 - How is the global pattern of urbanisation changing? 5.2 - What does rapid urbanisation mean for cities? 5.3 - What is life like for people in cities around the world? 5.4 - How can our cities become more sustainable?</p>	<p>Content</p> <p><i>Paper 3 - Geographical exploration</i></p> <p>Collaboration of tasks which will draw on examples from paper 1 and paper 2 and apply them to a range of unknown contexts.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Think like a geographer • Applying geographical knowledge 	<p>Content</p> <p><i>Revision</i></p> <p>Revisions tasks online</p> <p>Revision workshops</p> <p>Practice papers and questions.</p>
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